



Indiana Department of Education

# Guide to Test Interpretation

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**Graduation Qualifying Exam Retest  
Spring 2002**

***ISTEP+***

Indiana Statewide Testing  
For Educational Progress

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## *A Message from Dr. Suellen Reed*

May 2002

Dear Educators:

The *Guide to Test Interpretation* is designed to help you evaluate *ISTEP+* results, explain the results to parents, and evaluate local program offerings based upon *ISTEP+* results. At the individual student level, *ISTEP+* results should be used to identify students' strengths and weaknesses in English and mathematics. On building and corporation levels, the reports should be used to evaluate local curriculum choices and the instructional strategies that are employed by teachers in classrooms.

In addition, the results can help you assess the effectiveness of local program offerings as they relate to remediation and prevention activities in the areas of English and mathematics. The information the results provide can be very valuable in your efforts to build stronger connections between curriculum, instruction, and assessments.

Now, more than ever, with the adoption of new, more rigorous standards in the areas of English/language arts, mathematics, and science, it is critical that test results are used responsibly with the goal of helping each child achieve his or her full academic potential. I urge you to work within your school community to help increase the level of understanding and knowledge about test results and the importance they have to individual students and the K-12 education system.

The new education accountability system (P.L. 221) will emphasize test scores and other data measurements more than ever in Indiana's history. I urge each of you to analyze *ISTEP+* results carefully and act in a proactive manner as we all work to build upon the many areas of improvements we have gained over the past several years.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Suellen Reed". The signature is written in dark ink and is positioned above the printed name and title.

Dr. Suellen Reed  
Superintendent of Public Instruction

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# Understanding *ISTEP+* GQE Retest Results

## *ISTEP+* report forms

This guide will help you understand *ISTEP+* test results and report forms in order to apply the results toward the goal of improving educational opportunities for students. This guide will also help you to be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a Sample Letter to Parents is included at the end of this guide for your use.

Each *ISTEP+* report is designed to present clearly the information most useful to you and to parents. The audience and student populations included in each of the *ISTEP+* reports are listed below.

### *ISTEP+* Report Information

<i>Report</i>	<i>Number of Copies</i>	<i>Student Population*</i>
<b>For Teachers</b>		
Student Report	2	✓
Proficiency Roster (class)	1	✓
Class Essential Skills Report	1	✓
Undetermined Status Roster (teacher, administrator)	2	✓
<b>For School Administrators</b>		
Proficiency Roster (school)	1	✓
GQE Required Retest Roster	1	✓
Disaggregation Summary Report (school)	1	✓
Graduation Test Labels (pass and retest)	1	✓
Applied Skills Frequency Distribution	1	✓
<b>For Corporation Administrators</b>		
Proficiency Roster (school)	1	✓
Disaggregation Summary Report (school)	1	✓
Group Essential Skills Summary (corporation)	2	✓
Applied Skills Frequency Distribution (school)	1 each	✓
Essential Skills Summary (corporation)	2	✓
Disaggregation Summary Report (corporation)	2	✓
Undetermined Status Roster	1	✓
Academic Standards Frequency Distribution	1	✓

\* The student population includes regular education students and those Special Education students determined by their case conference committee to be fully eligible for the *ISTEP+* program. It also includes students for whom the assessments were administered with special accommodations.

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Students must be administered the sections of the GQE Basic Skills test and the Applied Skills test that relate to the content areas (mathematics and/or English/language arts) in which they are testing.

**Note:** Failure to return both the completed Basic Skills and Applied Skills documents will result in a student receiving a status of UNDETERMINED on the GQE Retest.

Copies of the student answers to the constructed response items, as they appeared in the Applied Skills test books, will be returned to the teachers for their assistance in reviewing the students' performance. The teacher may use these papers, in conjunction with information in the *Teacher's Scoring Guide*, to assist in further evaluating a student's strengths and needs. A copy of the Student Report is included in the package with the student responses.

The *ISTEP+* score reports are packaged by class and school, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. If you are unfamiliar with *ISTEP+* or the testing and scoring terms, please read the next three sections carefully. If you need just a quick review, skim the glossary at the end of this guide.

When you are confident in your understanding, read the section that describes how to interpret *ISTEP+* reports and how best to apply test results in your job.

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# The *ISTEP+* Testing Program

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## What can you learn from *ISTEP+*?

Taxpayers, parents, and educators are asking many questions about instructional programs as Indiana strives to build a brighter future by providing the best possible education for its young people. Questions such as the following are commonly asked:

*“Are all of our students acquiring the skills they need to succeed?”*

*“What kind of individual instruction would help my child?”*

*ISTEP+* provides information to help you answer such questions and support the instructional choices you make for your students. *ISTEP+* reports can quickly show you the following:

- To what extent an individual student has mastered Essential Skills in the English/language arts and mathematics content areas.
- To what extent the students in your classroom, school, and corporation as a group are attaining mastery of Essential Skills.
- Where the students in your class, school, or corporation are relative to the Indiana Academic Standards established by the State Board of Education (see page 8 for performance category definitions).

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## What makes *ISTEP+* scores meaningful?

No test score has meaning by itself. To have meaning, a score must be compared or referenced against some standard or norm. For example, a student’s score of 19 on a spelling test means very little until you know more facts, such as how many words were on the test, how many words the other students spelled correctly, or what the teacher’s standard is for a passing grade.

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## The Graduation Qualifying Exam (GQE) Retest

The Graduation Qualifying Exam (GQE) Retest is a criterion-referenced test. It consists of items that assess a student’s performance with respect to particular criteria, in this case, to the Indiana Academic Standards established by the State Board of Education.

The GQE Retest does not provide norm-referenced information; that is, it does not compare the performance of Indiana students with that of students across the nation.

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# Criterion-Referenced Scores

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Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards, as well as relative to Indiana's Essential Skills. The most valuable application of criterion-referenced information is to identify a student's strengths and needs and to plan appropriate instruction.

Criterion-referenced scores are presented by Essential Skills within each content area, as follows:

Criterion-Referenced Score Categories		
Domain	English/language arts	Mathematics
Essential Skills	3.1 Construct Meaning	3.1-3 Probsolv/Comm/Reas
	3.2 Elaborate on Meaning	3.4 Whole Number Sense
	⋮	⋮

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## Indiana Academic Standards

To promote student academic achievement, the State Board of Education has adopted challenging content standards. A student who scores AT or ABOVE the Indiana Academic Standard in English/language arts or mathematics demonstrates the mastery of these standards. A student who scores BELOW the Indiana Academic Standard may require remedial assistance in order to pass the GQE Retest.

In addition, an UNDETERMINED category is reported for any student whose *ISTEP+* scores for English/language arts and/or mathematics are incomplete (i.e., all or part of a test was not taken or was considered invalid by the examiner). The phrase "did not retest" will be used to identify content areas not attempted by students during the GQE Retest.

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## Essential Skill Scores

Indiana's Essential Skills are listed by subject on the Student Report, the Class Essential Skills Report, the Essential Skills Summary, and the Group Essential Skills Summary.

The Indiana Performance Index (IPI) is used to indicate a student's performance on the Essential Skills. This is a statistical value that reflects the number of items a student would have answered correctly if the student had responded to 100 items like the ones actually on the test. It is a better measure of the student's performance than a simple percentage of correct answers to a small number of questions.

On the Student Report, next to each Essential Skill, the Student Skill Score is shown, along with the Passing Skill Score for a student at the standard, and the difference between the two scores.



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The Class Essential Skills Report indicates whether students have mastered each Essential Skill. Symbols appear on this report indicating: 1) mastery, 2) nonmastery, 3) if there were too few score points to assess mastery conclusively, and 4) if a subtest was omitted or invalid. Mastery of an Essential Skill indicates that the student achieved an IPI that is equal to or greater than the IPI for a student at the standard.

The corporation Essential Skills Summary provides a summary of students' performance for all schools in the corporation.

**Note:** All sample reports shown in this guide contain simulated data only.

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## Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These models describe the behavior of test questions and examinees. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice test questions, and another is used for the constructed-response test questions.

The two models are used in combination with test data to characterize test questions and generate student scale scores. Both models use the data to determine how difficult each test question is and how well each question accurately identifies students who do and do not have the skill being tested by the questions. The multiple-choice model also describes the degree to which students can guess the correct answer to each question.

The statistical characteristics of the test questions can affect a student's total test score (scale score). The correct answer to a question that accurately identifies skilled students typically will carry more weight than the correct answer to a question that does not discriminate as well between students' skill levels. Greater weight is given to a more discriminating question because it is a better measure of the skill.

The combination of test questions that students answer correctly can also affect their scale score. Let's say that both Student A and Student B correctly answered 9 out of 20 test questions. Of the nine questions, Student A correctly answered six that were easy and three that were hard. In contrast, Student B correctly answered nine easy questions. It is likely that Student A would receive a higher scale score than Student B because he or she correctly answered a few more difficult questions. Therefore, Student A would be estimated to be slightly more knowledgeable than Student B.

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## Sample Letter to Parents

To help the teacher explain the *ISTEP+* reports to parents, a Sample Letter to Parents is provided at the end of this guide. You may duplicate or edit the letter to make it appropriate for your use.

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# Summary Score Information

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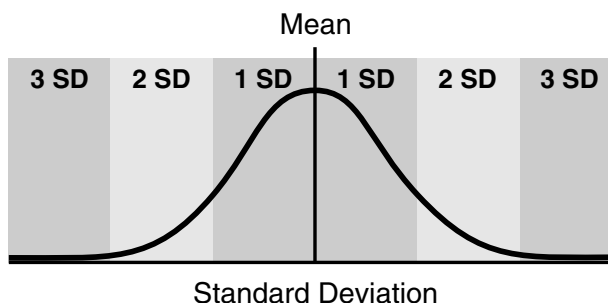
## Mean and median scores

On *ISTEP+* reports, summary information for a group (such as a class) is often presented using mean or median scores. The mean is the average score obtained by adding together all scores in the group and dividing by the number of students in the group. The median is the middle score (50% of the scores fall below it).

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## Standard deviation

The standard deviation (SD) indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, “normal” curve), about two-thirds of the scores are within one SD above and below the average (mean) score and about 95% of scores are within 2 SDs of the mean. In almost any shaped distribution, all scores will be within 5 standard deviations of the mean score.



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# Reports for Teachers

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## Student Report

The Student Report was redesigned starting with the *ISTEP+* Fall 2001 reports. Page 1, the Student Report, contains student performance data for English/language arts and mathematics. In the top section of this report that details a student's total score for both content areas, the word **Pass** replaces **Above the Standard/Passing Score** and **Did Not Pass** replaces **Below Standard**. Page 2 contains the student's Applied Skills results.

The Student Report presents test information to parents in ways that are easy to understand. It encourages them to discuss their child's strengths and needs and helps them become more involved in the child's learning process. Two copies of this report are provided. One copy is for teacher use and one copy is for the parent.

### **Criterion-Referenced Information**

The top section of this report, called "Indiana Academic Standards," reports the student's scale scores in English/language arts and mathematics and relates these scores to the Indiana Academic Standards established by the State Board of Education (see page 8 for definition).

The center section lists the Essential Skills measured by the GQE Retest. Next to each skill, the student's academic performance is indicated by the Student Skill Score, along with the Passing Skill Score for a student at the standard, and the difference between the two scores.

## Sample Student Report

The sample student report presents results for Mary Brown, a retest student. The top section of the report describes Mary's performance as measured against the Indiana Academic Standards, and it shows her achievement as a scale score compared with the standard score adopted by the Board of Education.

On the same report, the GQE Essential Skills are listed. Reading to the right of the first Essential Skill, Construct Meaning, you will see that Mary achieved a Student Skill Score of 99 as compared to the standard of 69, or 30 points higher than the Passing Skill Score.

Mary's English/language arts total score is reported in two ways:

- the Student Skill Score for each Essential Skill, and
- a Student Score of 435 (see "Indiana Academic Standards" in area C).

This Student Score indicates that Mary did not pass the Indiana Academic Standard in English/language arts. Her score of 505 in mathematics means she passed the Indiana Academic Standard for that content area.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

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#### Student Report

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Student: MARY BROWN


Grade: RETEST

Simulated Data

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**Purpose**

This report provides information on your student's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.



ISTEP SPRING 2002 (BS + AS)

Birthdate: 11/07/85  
Special Codes: ABCDEFGHIJKLMNOPQRST  
40 2 26 . . . 1 2 1 . . . . .

Test Date: 03/12/02

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STRCODES: 4690-3333  
School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

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**GQE RETEST**

### Indiana Academic Standards **C**

The **Indiana Academic Standards** describe what students should know and be able to do in English/language arts and mathematics. This test was created to measure whether students have learned what we expect them to know.

**English/language arts** **DID NOT PASS**

Student Score: 435

Passing Score: 466

Score range (Min-Max) 300 800

Your child's score is 435 in English/language arts, which means he/she has not passed the English/language arts portion of ISTEP+.

**Mathematics** **PASS**

Student Score: 505

Passing Score: 486

Score range (Min-Max) 300 720

Your child's score is 505 in mathematics, which means he/she has passed the mathematics portion of ISTEP+.

English/language arts	Student Skill Score	Passing Skill Score	Difference	Mathematics	Student Skill Score	Passing Skill Score	Difference
Construct Meaning (MC)	99	69	30	Probsolv/Comm/Reas (MC, OE)	65	52	13
Compare/Predict (MC)	X	X	X	Algebra (MC, OE)	67	57	10
Textual Clues (MC)	0	61	-61	Functions (MC, OE)	71	60	11
Writing Development (Writing)	60	70	-10	Geometry (MC, OE)	54	46	8
Language-in-Use (Writing)	0	91	-91	Statistics (MC, OE)	77	72	5
Punct/Capitalize (MC)	50	56	-6	Probability (MC, OE)	59	45	14
Usage (MC)	0	41	-41	Computation (MC, OE)	76	64	12
Spelling (MC)	99	79	20				
Revise Written Text (MC)	0	53	-53				
Make Inferences (MC, OE)	82	63	19				
Cause/Effect (MC, OE)	99	62	37				
Purpose/Perspective (MC, OE)	99	58	41				
Compare/Contrast (MC, OE)	99	50	49				
Influence/Persuade (MC)	67	65	2				
Fact/Opinion (MC)	40	88	-48				
Literal Meaning (MC, OE)	99	68	31				
Genres/Conventions (MC)	86	59	27				

**H** MC: Multiple-choice items    OE: Open-ended items    X: Not reported for < 4 points

**I** **English/language arts**

Your child did not pass the ISTEP+ test in English/language arts and is eligible for remediation from the school. Please contact the school to set up a conference to discuss these test results and to address your child's educational needs. The test results show that some of your child's areas of weakness are: Language-in-Use; Textual Clues; Revise Written Text.

**Mathematics**

Your child passed the ISTEP+ test in mathematics. The test results show that some of your child's areas of strength are: Probability; Probsolv/Comm/Reas; Computation.

(See back of report for Applied Skills results)

**GQE RETEST**

Page 1

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## Highlights of the Student Report

- A** Identifies the student's name and grade level.
- B** Indicates the test date and the location by school, corporation, county, and state.
- C** Explains the student's performance relative to the Indiana Academic Standards established by the Board of Education.
- D** Lists Essential Skills, grouped by content area.
- E** Presents the Student Skill Score that the student obtained.
- F** Indicates the Passing Skill Score for a student meeting the standard for this specific Essential Skill.
- G** Shows the difference (+ or -) between the Student Skill Score and the Passing Skill Score for a student at the standard.
- H** Defines symbols and acronyms used on the report.
- I** Explains student's areas of strengths and weaknesses.

## Student Report (Back)

The reverse side (back) of the Student Report lists individual student test results for each Applied Skills item by subject area and test session. It provides the number of points the student earned on each item, as well as the maximum number of points possible. This report is used in conjunction with the *Teacher's Scoring Guides* and the imaged student responses to help the teacher explain the scores and the scoring process. Imaged student responses will be returned to the schools in May 2002 along with a third copy of the Student Report.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

#### Student Report

Student: MARY BROWN

Grade: RETEST

Simulated Data

#### Purpose

This report provides scoring results from the Applied Skills component of the ISTEP+ test. The Applied Skills test consists of short answer and essay items. The page numbers listed on this report refer back to the original test document.



ISTEP SPRING 2002 (BS + AS)

Birthdate: 11/07/85

Special Codes:  
ABCDEFGHIJKLMNORST  
40 2 26 . . . 1 2 1 . . . . .

Test Date: 03/12/02

STROCODES: 4690-3333

School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

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Page 2

#### ISTEP+ Student Report - Applied Skills

##### English/language arts

English/language arts Session 1 Item# - Skill	Page Number	Points Earned	Points Possible
1a - Writing Development	1	6	6
1b - Language-in-Use	1	4	4

C

D

E

F

English/language arts Session 2 Item# - Skill	Page Number	Points Earned	Points Possible
1 - Purpose/Perspective	13	1	1
2 - Literal Meaning	13	1	1
3 - Make Inferences	13	1	1
4 - Cause/Effect	13	2	2
5 - Cause/Effect	14	1	1
6 - Compare/Contrast	14	1	1
7 - Make Inferences	14	1	1
8 - Make Inferences	14	0	1
9a - Make Inferences	15	0	2
9b - Writing Development	15	0 (E)	4
9c - Language-in-use	15	0 (C)	4

Note: Please refer to the ISTEP+ Teacher's Scoring Guides for item-specific Essential Skills information (these are available at your child's school and are available on our website at [www.doe.state.in.us/istep](http://www.doe.state.in.us/istep)).

#### Condition Codes

A = Blank/no response  
B = Illegible/unable to score  
C = Written predominantly in a language other than English/unable to score

##### Mathematics

Mathematics Session 1 Item# - Skill	Page Number	Points Earned	Points Possible
1 - Probsolv/Comm/Reas	1	2	2
2 - Computation	3	2	2
3 - Algebra	3	2	2
4 - Functions	4	4	4
5 - Probsolv/Comm/Reas	6	2	2
6 - Probsolv/Comm/Reas	6	2	2
7 - Probsolv/Comm/Reas	7	0	2
8 - Probability	8	0 (D)	2
9 - Probsolv/Comm/Reas	9	0 (A)	2

Mathematics Session 2 Item# - Skill	Page Number	Points Earned	Points Possible
1 - Probsolv/Comm/Reas	13	2	2
2 - Geometry	14	2	2
3 - Probsolv/Comm/Reas	15	2	2
4 - Algebra	15	2	2
5 - Statistics	16	2	2
6 - Probsolv/Comm/Reas	17	2	2
7 - Probsolv/Comm/Reas	18	0 (D)	2
8 - Probsolv/Comm/Reas	19	0 (A)	2

D = Insufficient response/unable to score/copied from text  
E = Response not related to test question or scoring rule  
Note: All condition codes convert to 0 points obtained

The Applied Skills Report tells you how your child performed on the portion of the test that requires writing an essay and answering open-ended (OE) questions. This report shows the skill item measures, the page number of the item, how many points your child earned, and how many points were possible. For this report to be the most beneficial, you need to use it with the copy of your child's actual work. The copy of your child's work will be available at the school.

Once you have had a chance to study both sides of this report and talk with your child about it, you may want to schedule time with your child's teacher to discuss these results. In May, you can see the essay and open-ended responses your child has written as part of ISTEP+ and look at actual test questions to find out more about your child's strengths and weaknesses.

Your child's teacher can also describe the kinds of extra help your child can receive, if needed. Indiana schools are required to provide remediation for students who do not pass the academic standards. It's your responsibility as a parent to make sure your child takes advantage of these opportunities.

If you want to see how your child's scores compare to the average scores of the state and local school corporation, you can find that information on our website.

More information is available by using the ISTEP+ Hotline at 888-544-7837 (888-54-ISTEP), the Indiana Department of Education Website, [www.doe.state.in.us/istep](http://www.doe.state.in.us/istep), or you can send email to [istep@doe.state.in.us](mailto:istep@doe.state.in.us).

GQE RETEST

GQE RETEST

G

H

B

**Sample Student Report (Back)**

The sample Student Report (Back) provides test results for Mary Brown, a student who took the GQE Retest. Under English/language arts, session two, one can observe that item number 1 of this session is located on page 13 of the imaged student responses and that Mary scored one point, the maximum possible for this item.

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**Highlights of the  
Student Report  
(Back)**

- 
- A** Identifies the student's name and grade level.
  - B** Indicates the test date and the location by school, corporation, county, and state.
  - C** Lists each item and its Essential Skill by content area and test session.
  - D** Indicates the page number on which the item appears in the test book.
  - E** Presents the number of score points that the student earned for the given Applied Skills item, or, if no score, the letter of the condition code.
  - F** Indicates the number of points possible for the given Applied Skills item.
  - G** Explains Condition Codes.
  - H** Provides information for parents.

## Reports for Teachers

### Proficiency Roster

This report lists all students in the class alphabetically and tells the teacher how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the class as a whole. Shown for each of the two content areas are the class average (mean scale score), the standard deviation, the lowest and highest scale scores obtained by the students in the group, and the lowest and highest possible scores.

The group's performance is also compared to the academic standard to show the number and percentage of students above and below the standard.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

#### Proficiency Roster

Class: GRAHAM

Grade: RETEST

Simulated Data

#### Purpose

This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STRCODES: 4690-3333

School: SCHOOL ONE

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

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Page 1

GQE RETEST											
English/language arts <b>E</b>						Mathematics <b>F</b>					
Highest Scale Score Obtained	606	Academic Standard	466	Highest Scale Score Obtained	597	Academic Standard	486	Highest Scale Score Obtained	597	Academic Standard	486
Mean Scale Score (SS)	434.1	No./PCT Above Standard	12 / 43%	Mean Scale Score (SS)	495.3	No./PCT Above Standard	19 / 66%	Mean Scale Score (SS)	495.3	No./PCT Above Standard	19 / 66%
Lowest Scale Score Obtained	330	No./PCT Below Standard	16 / 57%	Lowest Scale Score Obtained	359	No./PCT Below Standard	10 / 34%	Lowest Scale Score Obtained	359	No./PCT Below Standard	10 / 34%
Standard Deviation	116.9			Standard Deviation	57.9			Standard Deviation	57.9		
Low/High Score Possible	300-800	Number of Students Listed	36	Low/High Score Possible	300-720	Number of Students Listed	36	Low/High Score Possible	300-720	Number of Students Listed	36
No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F.	391	Below	1	ARCHER, DANIEL F.	484	Below	1	ARCHER, DANIEL F.	484	Below
2	BAIRD, BRUCE	536	Above	2	BAIRD, BRUCE	529	Above	2	BAIRD, BRUCE	529	Above
3	BENSON, JIM L.	#	UND	3	BENSON, JIM L.	#	UND	3	BENSON, JIM L.	#	UND
4	BRADFORD, NELL	#	UND	4	BRADFORD, NELL	#	UND	4	BRADFORD, NELL	#	UND
5	BREYER, BARBARA M.	354	Below	5	BREYER, BARBARA M.	462	Below	5	BREYER, BARBARA M.	462	Below
6	BROWN, MARY	435	Below	6	BROWN, MARY	505	Above	6	BROWN, MARY	505	Above
7	CARTER, MARCUS W.	336	Below	7	CARTER, MARCUS W.	441	Below	7	CARTER, MARCUS W.	441	Below
8	CHONG, SUSAN	371	Below	8	CHONG, SUSAN	468	Below	8	CHONG, SUSAN	468	Below
9	DECKER, TERRI M.	417	Below	9	DECKER, TERRI M.	500	Above	9	DECKER, TERRI M.	500	Above
10	DODSON, PAUL L.	486	Above	10	DODSON, PAUL L.	525	Above	10	DODSON, PAUL L.	525	Above
11	FREEBORN, LARRY	528	Above	11	FREEBORN, LARRY	543	Above	11	FREEBORN, LARRY	543	Above
12	GARCIA, HANK	#	UND	12	GARCIA, HANK	412	Below	12	GARCIA, HANK	412	Below
13	GREEN, JAMES	#	UND	13	GREEN, JAMES	#	UND	13	GREEN, JAMES	#	UND
14	JACKSON, BETTY	551	Above	14	JACKSON, BETTY	552	Above	14	JACKSON, BETTY	552	Above
15	JOHNSON, ELLEN	406	Below	15	JOHNSON, ELLEN	490	Above	15	JOHNSON, ELLEN	490	Above
16	LETTERMAN, NICOLE	#	UND	16	LETTERMAN, NICOLE	#	UND	16	LETTERMAN, NICOLE	#	UND
17	LOWREY, KATHERINE	606	Above	17	LOWREY, KATHERINE	597	Above	17	LOWREY, KATHERINE	597	Above
18	MAHLER, CARINE	551	Above	18	MAHLER, CARINE	552	Above	18	MAHLER, CARINE	552	Above
19	MALDONADO, MARLA	354	Below	19	MALDONADO, MARLA	#	UND	19	MALDONADO, MARLA	#	UND
20	MASSEY, RICHARD N.	#	UND	20	MASSEY, RICHARD N.	365	Below	20	MASSEY, RICHARD N.	365	Below
21	NICHOLS, TOM	330	Below	21	NICHOLS, TOM	417	Below	21	NICHOLS, TOM	417	Below
22	OTTENWALTER, MIMI	#	DNR	22	OTTENWALTER, MIMI	#	DNR	22	OTTENWALTER, MIMI	#	DNR
23	PARKER, ALICE C.	#	UND	23	PARKER, ALICE C.	359	Below	23	PARKER, ALICE C.	359	Below
24	PARKER, JARROD A.	350	Below	24	PARKER, JARROD A.	447	Below	24	PARKER, JARROD A.	447	Below
25	RAMIREZ, ALEX M.	380	Below	25	RAMIREZ, ALEX M.	479	Below	25	RAMIREZ, ALEX M.	479	Below
26	RAMME, JULIE P.	435	Below	26	RAMME, JULIE P.	505	Above	26	RAMME, JULIE P.	505	Above
27	ROBERTS, MARY J.	528	Above	27	ROBERTS, MARY J.	543	Above	27	ROBERTS, MARY J.	543	Above
28	ROCKWELL, NANCY K.	417	Below	28	ROCKWELL, NANCY K.	500	Above	28	ROCKWELL, NANCY K.	500	Above
29	SIMPSON, CRAIG	486	Above	29	SIMPSON, CRAIG	525	Above	29	SIMPSON, CRAIG	525	Above
30	SMITH, JONELLE	479	Above	30	SMITH, JONELLE	521	Above	30	SMITH, JONELLE	521	Above
31	WAMBAUGH, CINDY A.	606	Above	31	WAMBAUGH, CINDY A.	597	Above	31	WAMBAUGH, CINDY A.	597	Above
32	WHITE, KAREN	507	Above	32	WHITE, KAREN	536	Above	32	WHITE, KAREN	536	Above
33	WILLIAMS, MIKE W.	#	UND	33	WILLIAMS, MIKE W.	#	UND	33	WILLIAMS, MIKE W.	#	UND
34	WRIGHT, DAVE	479	Above	34	WRIGHT, DAVE	521	Above	34	WRIGHT, DAVE	521	Above
35	ZOU, JINSONG	406	Below	35	ZOU, JINSONG	490	Above	35	ZOU, JINSONG	490	Above
36	ZWALD, NICK F.	429	Below	36	ZWALD, NICK F.	429	Below	36	ZWALD, NICK F.	429	Below

#: No score due to invalid or omitted subtest  
UND: Undetermined

DNR: Did not retest

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CTBID:92123B821460001-04-00052-000054



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**Highlights of the  
Proficiency Roster**

- A** Identifies the class by the teacher's name and grade level.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance category within the English/language arts content area.
- D** Provides each student's scale score and performance category within the mathematics content area.
- E** Provides English/language arts summary information for the class.
- F** Provides mathematics summary information for the class.
- G** Indicates the test date and the location by school, corporation, county, and state.
- H** Defines the symbols and acronyms used on this report.



---

**Highlights of the  
Class Essential  
Skills Report**

- A** Identifies the class by the teacher’s name and grade level.
- B** Lists students alphabetically by name from left to right.
- C** Lists Essential Skills for the grade.
- D** Presents the number of students who mastered the Essential Skill.
- E** Shows the percentage of students who mastered the Essential Skill (see page 8 for definition of “Mastery”).
- F** Indicates the test date and the location by school, corporation, county, and state.
- G** Defines the symbols and acronyms used in the report.

## Undetermined Status Roster

This report provides a list of all students in the class who have an undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as undetermined. The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the undetermined status.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

### Undetermined Status Roster

Class: GRAHAM

Grade: RETEST

**A**

Simulated Data

#### Purpose

This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

**E**

STRCODES: 4960-3333

School: SCHOOL ONE

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

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Page 1

GQE RETEST											
Students	Undetermined in Category	English/language arts				Mathematics				GQE RETEST	GQE RETEST
		Writing S1 - OE	E/la S2 - OE	R/la T1 - MC	R/la T2 - MC	Math S1 - OE	Math S2 - OE	Math T3 - MC	Math T4 - MC		
<b>Benson, Jim L.</b> Birthdate: 09/23/85 Special Codes: Student ID: 2700000490 Other (K-T): 5..1.1..82	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken		
<b>Bradford, Nell</b> Birthdate: 10/05/85 Special Codes: Student ID: 0900000502 Other (K-T): ...0683	E/la Undetermined Math Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt		
<b>Garcia, Hank</b> Birthdate: 10/08/85 Special Codes: Student ID: 0900000505 Other (K-T): 1..1.1.582	E/la Undetermined Math Below Standard	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt		
<b>Green, James</b> Birthdate: 09/21/85 Special Codes: Student ID: 21000004885 Other (K-T): 0..04-8	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test Inv.	Valid Attempt	Valid Attempt	Test not taken	Test not taken		
<b>Letterman, Nicole</b> Birthdate: 09/17/85 Special Codes: Student ID: 13000004841 Other (K-T): 16..6	E/la Undetermined Math Undetermined	Valid Attempt	Test not taken	Valid Attempt	Test not taken	Valid Attempt	Test not taken	Valid Attempt	Test not taken		
<b>Maldonado, Maria</b> Birthdate: 10/02/85 Special Codes: Student ID: 250000049921 Other (K-T): 102-	E/la Below Standard Math Undetermined	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Valid Attempt	Valid Attempt		
MC: Multiple-choice items      OE: Open-ended items      Inv.: Test invalidated by School											

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CTBID: 01341M016485001-05-00003-000016

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**Highlights of the  
Undetermined  
Status Roster**

- 
- A** Identifies the class by the teacher's name and grade level.
  - B** Lists students alphabetically who have an undetermined status in English/language arts or mathematics.
  - C** Indicates whether the undetermined status is in English/language arts or mathematics.
  - D** Indicates which subtest was invalidated or not completed.
  - E** Indicates the test date and the location by school, corporation, county, and state.

# Reports for School Administrators

## Proficiency Roster

This report lists all students in the school, by grade, alphabetically, and tells the principal how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

#### Proficiency Roster

School: SCHOOL ONE

Grade: RETEST

Simulated Data

#### Purpose

This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



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H #: No score due to invalid or omitted subtest  
UND: Undetermined

DNR: Did not retest

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CTBID:92123B821460001-04-00052-000054

### GQE RETEST

#### English/language arts E

Highest Scale Score Obtained 606 Academic Standard 466  
Mean Scale Score (SS) 434.1 No./PCT Above Standard 12 / 43%  
Lowest Scale Score Obtained 330 No./PCT Below Standard 16 / 57%  
Standard Deviation 116.9  
Low/High Score Possible 300-800 Number of Students Listed 43

No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F.	391	Below
2	BAILEY, ERNST M.	#	UND
3	BAIRD, BRUCE	536	Above
4	BENSON, JIM L.	#	UND
5	BLACK, MATTHEW	#	UND
6	BRADFORD, NELL	#	UND
7	BREYER, BARBARA M.	354	Below
8	BROWN, MARY	435	Below
9	CARTER, MARCUS W.	336	Below
10	CHONG, SUSAN	371	Below
11	CRUISE, HAROLD	#	DNR
12	DECKER, TERRI M.	417	Below
13	DODSON, PAUL L.	486	Above
14	FREEBORN, LARRY	528	Above
15	GARCIA, HANK	#	UND
16	GREEN, JAMES	#	UND
17	GRIFFIN, ROBERT L.	#	UND
18	JACKSON, BETTY	551	Above
19	JOHNSON, ELLEN	406	Below
20	LETTERMAN, NICOLE	#	UND
21	LOWREY, KATHERINE	606	Above
22	MAHLER, CARINE	551	Above
23	MALDONADO, MARLA	354	Below
24	MARTINEZ, GUSTAVO	#	UND
25	MASSEY, RICHARD N.	#	UND
26	NALLEN, EMILY	#	UND
27	NICHOLS, TOM	330	Below
28	OTTENWALTER, MIMI	#	DNR
29	PARKER, ALICE C.	#	UND
30	PARKER, JARROD A.	350	Below
31	RAMIREZ, ALEX M.	380	Below
32	RAMME, JULIE P.	435	Below
33	ROBERTS, MARY J.	528	Above
34	ROCKWELL, NANCY K.	417	Below
35	SIMPSON, CRAIG	486	Above
36	SMITH, JONELLE	479	Above
37	WAMBAUGH, CINDY A.	606	Above
38	WHITE, KAREN	507	Above
39	WHITE, KENNETH	#	DNR
40	WILLIAMS, MIKE W.	#	UND

#### Mathematics F

Highest Scale Score Obtained 597 Academic Standard 486  
Mean Scale Score (SS) 495.3 No./PCT Above Standard 19 / 66%  
Lowest Scale Score Obtained 359 No./PCT Below Standard 10 / 34%  
Standard Deviation 57.9  
Low/High Score Possible 300-720 Number of Students Listed 43

No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F.	484	Below
2	BAILEY, ERNST M.	#	DNR
3	BAIRD, BRUCE	529	Above
4	BENSON, JIM L.	#	UND
5	BLACK, MATTHEW	#	UND
6	BRADFORD, NELL	#	UND
7	BREYER, BARBARA M.	462	Below
8	BROWN, MARY	505	Above
9	CARTER, MARCUS W.	441	Below
10	CHONG, SUSAN	468	Below
11	CRUISE, HAROLD	#	DNR
12	DECKER, TERRI M.	500	Above
13	DODSON, PAUL L.	525	Above
14	FREEBORN, LARRY	543	Above
15	GARCIA, HANK	412	Below
16	GREEN, JAMES	#	UND
17	GRIFFIN, ROBERT L.	#	UND
18	JACKSON, BETTY	552	Above
19	JOHNSON, ELLEN	490	Above
20	LETTERMAN, NICOLE	#	UND
21	LOWREY, KATHERINE	597	Above
22	MAHLER, CARINE	552	Above
23	MALDONADO, MARLA	#	UND
24	MARTINEZ, GUSTAVO	#	UND
25	MASSEY, RICHARD N.	365	Below
26	NALLEN, EMILY	#	UND
27	NICHOLS, TOM	417	Below
28	OTTENWALTER, MIMI	#	DNR
29	PARKER, ALICE C.	359	Below
30	PARKER, JARROD A.	447	Below
31	RAMIREZ, ALEX M.	479	Below
32	RAMME, JULIE P.	505	Above
33	ROBERTS, MARY J.	543	Above
34	ROCKWELL, NANCY K.	500	Above
35	SIMPSON, CRAIG	525	Above
36	SMITH, JONELLE	521	Above
37	WAMBAUGH, CINDY A.	597	Above
38	WHITE, KAREN	536	Above
39	WHITE, KENNETH	#	DNR
40	WILLIAMS, MIKE W.	#	UND

GQE RETEST

GQE RETEST

---

## Highlights of the Proficiency Roster

- A** Identifies the school and grade level.
- B** Lists students alphabetically within the school for the grade tested.
- C** Provides each student's scale score and performance category (see page 8 for definition) within the English/language arts content area.
- D** Provides each student's scale score and performance category (see page 8 for definition) within the mathematics content area.
- E** Provides English/language arts summary information for the school.
- F** Provides mathematics summary information for the school.
- G** Indicates the test date and the location by corporation, county, and state.
- H** Defines the symbols and acronyms used in the report.

## GQE RETEST

CTBID: 01341M016485001-05-00003-000016



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**Highlights of the  
GQE Required  
Retest List**

- 
- A** Identifies the school and grade level.
  - B** Lists students alphabetically within the school who will need to be administered a GQE Retest.
  - C** Provides each student's scale score and performance category (see page 8 for definition) within the English/language arts content area.
  - D** Provides each student's scale score and performance category (see page 8 for definition) within the mathematics content area.
  - E** Indicates the test date and the location by corporation, county, and state.
  - F** Defines the symbols and acronyms used in the report.

## Disaggregation Summary Report

The Disaggregation Summary Report has been redesigned and is now on two pages, one for English/language arts and one for mathematics. This report presents, by content area, the total number of students with scores identified as above the standard, below the standard, and undetermined. This information is provided for all students, as well as all subgroups, e.g., Special Education students with accommodations and without accommodations. The Disaggregation Summary Report is used to obtain information regarding groups of students.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

School: SCHOOL ONE

Grade: RETEST

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STRCODES: 4690-3333

Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

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Page 2

GQE RETEST								
Mathematics	Total Number of Students	Above Standard N	Above Standard %	Below Standard N	Below Standard %	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	55	25	45	30	55	480.3	300	720
General Education								
With accommodations (e.g. 504 students)	6	***	***	***	***	***	***	***
Without accommodations	31	13	42	18	58	480.3	300	720
Special Education								
With accommodations	6	***	***	***	***	***	***	***
Without accommodations	12	4	33	8	67	444.0	300	597
Limited English Proficiency								
With accommodations	7	***	***	***	***	***	***	***
Without accommodations	26	10	38	16	62	479.0	300	720
Non-Limited English Proficiency								
With accommodations	5	***	***	***	***	***	***	***
Without accommodations	17	7	41	10	59	462.0	300	720
Gender								
Male	27	12	44	15	56	474.8	319	720
Female	28	13	46	15	54	484.0	300	720
No valid information	0	***	***	***	***	***	***	***
SES								
Paid lunch	39	17	44	22	56	476.3	300	720
Free or reduced lunch	16	8	50	8	50	487.0	319	720
No valid information	0	***	***	***	***	***	***	***

Ethnicity

American Indian or Alaska Native

Black (not of Hispanic origin)

Asian or Pacific Islander

Hispanic

White (not of Hispanic origin)

Multiracial

No valid information

The Indiana Academic Standard for mathematics is 486.  
The Lowest/Highest Scale Score Possible for mathematics is 300/720.  
\*\*\* Value not computed for fewer than 10 students.

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**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

School: SCHOOL ONE

Grade: RETEST

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STRCODES: 4690-3333

Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB McGraw-Hill

Page 1

GQE RETEST								
English/language arts	Total Number of Students	Above Standard N	Above Standard %	Below Standard N	Below Standard %	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	53	17	32	36	68	388.3	300	800
General Education								
With accommodations (e.g. 504 students)	13	4	31	9	69	417.0	350	551
Without accommodations	23	9	39	14	61	391.0	300	800
Special Education								
With accommodations	2	***	***	***	***	***	***	***
Without accommodations	15	3	20	12	80	351.0	300	800
Limited English Proficiency								
With accommodations	10	3	30	7	70	411.5	350	536
Without accommodations	23	7	30	16	70	371.0	300	800
Non-Limited English Proficiency								
With accommodations	5	***	***	***	***	***	***	***
Without accommodations	15	5	33	10	67	351.3	300	800
Gender								
Male	28	10	36	18	64	393.0	300	800
Female	25	7	28	18	72	386.0	300	606
No valid information	0	***	***	***	***	***	***	***
SES								
Paid lunch	37	11	30	26	70	377.8	300	800
Free or reduced lunch	16	6	38	10	63	411.5	300	800
No valid information	0	***	***	***	***	***	***	***
Ethnicity								
American Indian or Alaska Native	9	***	***	***	***	***	***	***
Black (not of Hispanic origin)	9	***	***	***	***	***	***	***
Asian or Pacific Islander	8	***	***	***	***	***	***	***
Hispanic	2	***	***	***	***	***	***	***
White (not of Hispanic origin)	10	6	60	4	40	482.5	300	800
Multiracial	4	***	***	***	***	***	***	***
No valid information	11	2	18	9	82	365.3	300	800

The Indiana Academic Standard for English/language arts is 466.  
The Lowest/Highest Scale Score Possible for English/language arts is 300/800.  
\*\*\* Value not computed for fewer than 10 students.

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## Highlights of the School Disaggregation Summary Report

- A** Identifies the school and grade level.
- B** Indicates the test date and the location by corporation, county, and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percent of students above standard and below standard.
- F** Indicates the median scale scores. (This score is not computed for groups with fewer than 10 students.)
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

---

## Graduation Test Labels

An individual **white** label is provided for each student and for each content area. These student labels indicate the student's status relative to meeting the standard in English/language arts and mathematics. Separate labels are provided for each content area passed and for each content area **not** passed. Labels will also be provided for students who did not retest or who received an undetermined status in one or both content areas.

<b>ISTEP+</b> INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS	<b>GQE - Mathematics</b>
	<b>Standard: 486</b>
	<b>Obtained: 505</b>
<b>MARY BROWN</b> Birthdate: 11/07/85 Grade: RETEST Corp: CORP ONE School: SCHOOL ONE Test Date: 03/12/02	<b>Result: PASS</b>

Pass label

<b>ISTEP+</b> INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS	<b>RETEST REQUIRED</b>
	<b>GQE - English/language arts</b>
	<b>Standard: 466</b>
<b>MARY BROWN</b> Birthdate: 11/07/85 Grade: RETEST Corp: CORP ONE School: SCHOOL ONE Test Date: 03/12/02	<b>Obtained: 435</b>
	<b>Result: DID NOT PASS</b>

Retest label

## Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the school level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your school show strengths and needs on specific Applied Skills items, and, therefore, in the Essential Skills that are assessed by these items.

### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS


#### Applied Skills Frequency Distribution

School: SCHOOL ONE

Grade: RETEST

Simulated Data

**Purpose**  
This report provides a frequency of condition codes obtained by Applied Skills items.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STROODS: 4890-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

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Page 2

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GQE RETEST											
E/la	Total Number of Stdnts	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non-English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %					
<b>SESSION 1</b>											
1a - Writing Development	53	0 0	9 17	0 0	0 0	1 2					
1b - Language-in-Use	53	10 19	13 25	7 13	0 0	1 2					
<b>SESSION 2</b>											
1 - Purpose/Perspective	53	1 2	0 0	0 0	0 0	1 2					
2 - Literal Meaning	53	1 2	3 6	1 2	0 0	1 2					
3 - Make Inferences	53	1 2	5 9	3 6	0 0	1 2					
4 - Cause/Effect	53	2 4	3 6	4 8	3 6	1 2					
5 - Cause/Effect	53	6 11	2 4	3 6	4 8	4 8					
6 - Compare/Contrast	53	10 19	2 4	4 8	2 4	3 6					
7 - Make Inferences	53	12 23	4 8	2 4	3 6	3 6					
8 - Make Inferences	53	1 2	3 6	3 6	0 0	1 2					
9a - Make Inferences	53	15 28	5 9	4 8	3 6	3 6					
9b - Writing Development	53	17 32	8 15	4 8	4 8	4 8					
9c - Language-in-Use	53	19 36	9 17	4 8	4 8	6 11					
<b>Mathematics</b>											
Item # - Skill	Total Number of Stdnts	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non-English N %	Condition Code D Insufficient N %						
<b>SESSION 1</b>											
1 - Probsovl/Comm/Reas	55	0 0	1 2	0 0	1 2						
2 - Computation	55	2 4	4 7	0 0	1 2						
3 - Algebra	55	4 7	5 9	4 7	1 2						
4 - Functions	55	6 11	3 5	4 7	5 9						
5 - Probsovl/Comm/Reas	55	9 16	2 4	3 5	4 7						
6 - Probsovl/Comm/Reas	55	14 25	5 9	3 5	3 5						
7 - Probsovl/Comm/Reas	55	16 29	5 9	6 11	4 7						
8 - Probability	55	18 33	4 7	5 9	7 13						
9 - Probsovl/Comm/Reas	55	20 36	4 7	5 9	6 11						
<b>SESSION 2</b>											
1 - Probsovl/Comm/Reas	55	1 2	3 5	0 0	1 2						
2 - Geometry	55	2 4	2 4	2 4	1 2						
3 - Probsovl/Comm/Reas	55										
4 - Algebra	55										
5 - Statistics	55										
6 - Probsovl/Comm/Reas	55										
7 - Probsovl/Comm/Reas	55										
8 - Probsovl/Comm/Reas	55										

### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS


#### Applied Skills Frequency Distribution

School: SCHOOL ONE

Grade: RETEST

Simulated Data

**Purpose**  
This report provides a frequency of points obtained by Applied Skills items.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STROODS: 4890-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

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GQE RETEST											
E/la	C	Points Possible	Total Number of Stdnts	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %	
<b>SESSION 1</b>											
1a - Writing Development	6	53			5 9	0 0	0 0	0 0	0 0	38 72	
1b - Language-in-Use	4	53			3 6	0 0	0 0	19 36			
<b>SESSION 2</b>											
1 - Purpose/Perspective	1	53	4 8	47 89							
2 - Literal Meaning	1	53	5 9	42 79							
3 - Make Inferences	1	53	2 4	41 77							
4 - Cause/Effect	2	53	2 4	3 6	35 66						
5 - Cause/Effect	1	53	2 4	32 60							
6 - Compare/Contrast	1	53	4 8	28 53							
7 - Make Inferences	1	53	5 9	24 45							
8 - Make Inferences	1	53	2 4	41 77							
9a - Make Inferences	2	53	4 8	3 6	16 30						
9b - Writing Development	4	53		3 6	0 0	1 2	12 23				
9c - Language-in-Use	4	53		3 6	0 0	0 0	8 15				
<b>Mathematics</b>											
Item # - Skill	C	Points Possible	Total Number of Stdnts	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %	
<b>SESSION 1</b>											
1 - Probsovl/Comm/Reas	2	55	5 9	5 9	43 78						
2 - Computation	2	55	5 9	3 5	40 73						
3 - Algebra	2	55	2 4	4 7	35 64						
4 - Functions	4	55	3 5	3 5	0 0	0 0	31 56				
5 - Probsovl/Comm/Reas	2	55	6 11	4 7	27 49						
6 - Probsovl/Comm/Reas	2	55	5 9	3 5	22 40						
7 - Probsovl/Comm/Reas	2	55	4 7	3 5	17 31						
8 - Probability	2	55	4 7	3 5	14 25						
9 - Probsovl/Comm/Reas	2	55	8 15	3 5	9 16						
<b>SESSION 2</b>											
1 - Probsovl/Comm/Reas	2	55	3 5	5 9	42 76						
2 - Geometry	2	55	5 9	4 7	39 71						
3 - Probsovl/Comm/Reas	2	55	3 5	3 5	34 62						
4 - Algebra	2	55	4 7	3 5	30 55						
5 - Statistics	2	55	4 7	3 5	27 49						
6 - Probsovl/Comm/Reas	2	55	6 11	3 5	20 36						
7 - Probsovl/Comm/Reas	2	55	4 7	3 5	15 27						
8 - Probsovl/Comm/Reas	2	55	6 11	3 5	14 25						

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**Highlights of the  
Applied Skills  
Frequency  
Distribution**

- A** Identifies the school and grade level.
- B** Indicates the test date and the location by corporation, county, and state.
- C** Identifies the item number and the skill being scored (for items that are scored for more than one skill). Descriptions of each item and scoring rubrics and skills are found in the *ISTEP+ Teacher's Scoring Guide*.
- D** Lists the total number of students receiving each score point.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students with no response.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

NOTE: All condition codes convert to 0 points obtained

# Reports for Corporation Administrators

## Essential Skills Summary

The corporation Essential Skills Summary provides criterion-referenced information from the *ISTEP+* achievement tests. It presents Essential Skill information summarizing the performance of students for individual schools by grade. Schools may contact their corporation Test Coordinator to request a copy of this report.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

### Essential Skills Summary

Corporation: CORP ONE

Grade: RETEST

Simulated Data

#### Purpose

This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



ISTEP SPRING 2002 (BS + AS)

No. of Students: 341

Test Date: 03/12/02

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

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#### Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. The Difference score is the Mean IPI minus the IPI at Standard.

**G** X: Mastery not reported for Essential Skills with fewer than 4 points  
MC: Multiple-choice items  
OE: Open-ended items  
#: No score due to invalid or omitted subtest  
\*: Expected IPI for a student at the standard

	CORPORATION SUMMARY										SCHOOL ONE				
	<b>D</b>	<b>E</b>	<b>F</b>												
	Points Possible	IPI at Standard**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery			
<b>English/language arts</b>															
10.1 Construct Meaning (MC)	4	69	2.1	55.3	-13.7	114	50	2.1	55.5	-13.5	57	50			
10.2 Compare/Predict (MC)	1	X	X	X	X	X	X	X	X	X	X	X			
10.3 Textual Clues (MC)	4	61	0.9	26.0	-35.0	38	16	0.9	26.4	-34.6	19	16			
10.6a Writing Development (Writing)	10	70	5.0	49.7	-20.3	38	21	5.0	50.4	-19.6	13	22			
10.6b Language-in-Use (Writing)	8	91	2.1	28.3	-62.7	26	15	2.1	29.4	-61.6	9	15			
10.7 Punct/Capitalize (MC)	4	56	1.4	40.7	-15.3	74	32	1.4	40.9	-15.1	37	32			
10.8 Usage (MC)	4	41	1.0	27.5	-13.5	63	27	1.0	27.8	-13.2	31	27			
10.9 Spelling (MC)	4	79	1.8	48.2	-30.8	88	38	1.8	48.8	-30.2	44	38			
10.10 Revise Written Text (MC)	4	53	1.0	28.1	-24.9	38	17	1.0	28.7	-24.3	19	17			
10.11 Make Inferences (MC, OE)	13	63	7.3	59.9	-3.1	62	54	7.3	59.6	-3.4	31	54			
10.12 Cause/Effect (MC, OE)	7	62	3.7	55.7	-6.3	52	46	3.7	56.0	-6.0	26	46			
10.13 Purpose/Perspective (MC, OE)	10	58	7.3	72.9	14.9	81	71	7.3	72.6	14.6	40	70			
10.14 Compare/Contrast (MC, OE)	4	50	2.6	64.3	14.3	81	71	2.6	64.0	14.0	40	70			
10.15 Influence/Persuade (MC)	4	65	1.7	47.0	-18.0	42	37	1.7	47.0	-18.0	21	37			
10.16 Fact/Opinion (MC)	4	88	1.8	47.1	-40.9	56	24	1.8	47.7	-40.3	28	24			
10.17 Literal Meaning (MC, OE)	7	68	5.0	73.4	5.4	82	72	5.0	73.3	5.3	41	72			
10.19 Genres/Conventions (MC)	5	59	3.2	63.4	4.4	126	55	3.2	62.8	3.8	63	55			
Number of Students: 106															
<b>Mathematics</b>															
10.1-3 Prob/Comm/Reas (MC, OE)	29	52	14.0	49.0	-3.0	48	44	14.0	48.9	-3.1	24	44			
10.4 Algebra (MC, OE)	7	57	3.8	54.4	-2.6	70	64	3.8	54.5	-2.5	35	64			
10.5 Functions (MC, OE)	7	60	4.2	57.6	-2.4	58	53	4.3	57.7	-2.3	29	53			
10.6 Geometry (MC, OE)	7	46	2.3	37.6	-8.4	63	38	2.4	39.7	-6.3	24	44			
10.7 Statistics (MC, OE)	8	72	3.5	50.5	-21.5	46	41	3.5	50.6	-21.4	23	41			
10.8 Probability (MC, OE)	6	45	2.7	46.1	1.1	51	46	2.7	45.8	0.8	25	45			
10.9 Computation (MC, OE)	10	64	7.4	70.1	6.1	116	71	7.4	69.2	5.2	39	71			
Number of Students: 110															

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## Highlights of the Essential Skills Summary

- A** Identifies the corporation and grade level.
- B** Identifies the name of an individual school (one school per page).
- C** Lists Essential Skills for the content area.
- D** Presents the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and standard IPI for each Essential Skill.
- F** Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (achieved an IPI at or above the standard).
- G** Defines the symbols and acronyms used in the report.
- H** Indicates the test date and the location by county and state.

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INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

### Simulated Data

This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 341

Test Date: 03/12/02

STRCODES: 4690

County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED


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Page 1

The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. The Difference score is the Mean IPI minus the IPI at Standard.

**X:** Mastery not reported for Essential Skills with fewer than 4 points

MC: Multiple-choice items

OE: Open-ended items

#: No score due to invalid or omitted subtest

\*\* : Expected IPI for a student at the standard

\_\_\_\_\_

English/language arts

[illegible]

Mathematics

[illegible]

Number of Students: 110

CTBID: 01341M016485001-05-00003-000016



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## Highlights of the Group Essential Skills Summary

- A** Identifies the corporation and grade level.
- B** Lists schools alphabetically by name from left to right.
- C** Lists Essential Skills for each content area.
- D** Presents the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard.
- E** Lists the mean number of score points obtained by the student in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and standard IPI for each Essential Skill.
- F** Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (achieved an IPI at or above the standard).
- G** Defines the symbols and acronyms used in the report.
- H** Indicates the test date and the location by county and state.

## Disaggregation Summary Report

The Disaggregation Summary Report has been redesigned and is now on two pages, one for English/language arts and one for mathematics. This report presents, by content area, the total number of students with scores identified as above the standard, below the standard, and undetermined. This information is provided for all students, as well as all subgroups, e.g., Special Education students with accommodations and without accommodations. The Disaggregation Summary Report is used to obtain information regarding groups of students.

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INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

Corporation: CORP ONE

Grade: RETEST

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STRCODES: 4890

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

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Page 2

GQE RETEST						
Mathematics	Total Number of Students	Above Standard N	%	Below Standard N	%	Median Scale Score
All Students	110	50	45	60	55	480.3
General Education						
With accommodations (e.g. 504 students)	15	6	40	9	60	450.7
Without accommodations	60	28	47	32	53	483.2
Special Education						
With accommodations	12	6	50	6	50	504.5
Without accommodations	23	10	43	13	57	462.0
Limited English Proficiency						
With accommodations	17	6	35	11	65	464.0
Without accommodations	55	27	49	28	51	485.2
Non-Limited English Proficiency						
With accommodations	10	6	60	4	40	523.0
Without accommodations	28	11	39	17	61	454.5
Gender						
Male	54	24	44	30	56	479.0
Female	56	26	46	30	54	481.5
No valid information	0	***	***	***	***	***
SES						
Paid lunch	76	34	45	42	55	475.3
Free or reduced lunch	34	16	47	18	53	484.0
No valid information	0	***	***	***	***	***
Ethnicity						
American Indian or Alaska Native						
Black (not of Hispanic origin)						
Asian or Pacific Islander						
Hispanic						
White (not of Hispanic origin)						
Multiracial						
No valid information						

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

Corporation: CORP ONE

Grade: RETEST

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STRCODES: 4890

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

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Page 1

GQE RETEST						
English/language arts	Total Number of Students	Above Standard N	%	Below Standard N	%	Median Scale Score
All Students	106	34	32	72	68	388.3
General Education						
With accommodations (e.g. 504 students)	24	9	38	15	63	431.0
Without accommodations	50	16	32	34	68	373.3
Special Education						
With accommodations	5	***	***	***	***	***
Without accommodations	27	7	26	20	74	369.6
Limited English Proficiency						
With accommodations	18	6	33	12	67	425.0
Without accommodations	53	16	30	37	70	378.2
Non-Limited English Proficiency						
With accommodations	11	5	45	6	55	435.0
Without accommodations	24	7	29	17	71	352.0
Gender						
Male	54	18	33	36	67	391.0
Female	52	16	31	36	69	385.5
No valid information	0	***	***	***	***	***
SES						
Paid lunch	73	24	33	49	67	378.5
Free or reduced lunch	33	10	30	23	70	400.0
No valid information	0	***	***	***	***	***
Ethnicity						
American Indian or Alaska Native	14	2	14	12	86	399.5
Black (not of Hispanic origin)	13	4	31	9	69	354.0
Asian or Pacific Islander	13	3	23	10	77	346.0
Hispanic	9	***	***	***	***	***
White (not of Hispanic origin)	22	12	55	10	45	479.0
Multiracial	8	***	***	***	***	***
No valid information	27	6	22	21	78	368.6

---

**Highlights of the  
Disaggregation  
Summary Report**

- A** Identifies the corporation and grade level.
- B** Indicates the test date and the location by county and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percentage of students above standard and below standard.
- F** Indicates the median scale scores. (This score is not computed for groups with fewer than ten students.)
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

## Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the corporation level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your corporation show strengths and needs on specific Applied Skills items and, therefore, in the Essential Skills that are assessed by these items.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

**Applied Skills  
Frequency Distribution**

Corporation: CORP ONE

Grade: RETEST

**Purpose**  
This report provides a frequency of  
condition codes by Applied Skills item.

GQE RETEST													
E/la	Total Number of Stdnts	Condition Code A Blank Response		Condition Code B Illegible		Condition Code C Non-English		Condition Code D Insufficient		Condition Code E Off Topic		Invalid / Omitted Session	
Item # Skill		N	%	N	%	N	%	N	%	N	%	N	%
<b>SESSION 1</b>													
1a - Writing Development	500	0	0	0	0	0	0	0	0	85	17	40	8
1b - Language-in-Use	500	15	3	0	0	0	0	0	0	95	19	40	8
<b>SESSION 2</b>													
1 - Literal Meaning	500	5	1	5	1	0	0	0	0	15	3	25	5
2 - Compare/Contrast	500	25	5	5	1	5	1	0	0	25	5	25	5
3 - Construct Meaning	500	25	5	5	1	5	1	0	0	35	7	25	5
4 - Make Inferences	500	55	11	5	1	5	1	0	0	45	9	25	5
5 - Textual Clues	500	45	9	5	1	0	0	0	0	55	11	25	5
6 - Construct Meaning	500	70	14	5	1	5	1	0	0	60	12	25	5
7 - Genes/Conventions	500	60	12	5	1	5	1	0	0	70	14	25	5
8a - Make Inferences	500	90	18	5	1	0	0	0	0	80	16	25	5
8b - Writing Development	500	90	18	5	1	0	0	80	16	90	18	25	5
8c - Language-in-Use	500	105	21	0	0	50	10	0	0	105	21	25	5
<b>Math</b>													
Item # Skill	Total Number of Stdnts	Condition Code A Blank Response		Condition Code B Illegible		Condition Code C Non-English		Condition Code D Insufficient		Condition Code E Off Topic		Invalid / Omitted Session	
Item # Skill		N	%	N	%	N	%	N	%	N	%	N	%
<b>SESSION 1</b>													
1-Functions	500	5	1	0	0	0	0	20	4			60	12
2-Statistics	500	20	4	5	1	0	0	30	6			60	12
3-Probability	500	25	5	5	1	0	0	40	8			60	12
4-Probsovl/Comm/Reas	500	45	9	0	0	0	0	50	10			60	12
5-Probsovl/Comm/Reas	500	45	9	5	1	0	0	60	12			60	12
6-Algebra	500	75	15	5	1	0	0	75	15			60	12
7-Probsovl/Comm/Reas	500	70	14	5	1	0	0	85	17			60	12
8-Probsovl/Comm/Reas	500	95	19	5	1	0	0	95	19			60	12
9-Computation	500	95	19	5	1	0	0	105	21			60	12
<b>SESSION 2</b>													
1-Probsovl/Comm/Reas	500	5	1	5	1	0	0	20	4			55	11
2-Statistics	500	20	4	5	1	0	0	30	6			55	11
3-Probsovl/Comm/Reas	500	30	6	5	1	0	0	45	9			55	11
4-Probsovl/Comm/Reas	500	55	11	5	1	0	0	55	11			55	11
5-Probsovl/Comm/Reas	500	55	11	5	1	0	0	55	11			55	11
6-Geometry	500												
7-Probsovl/Comm/Reas	500												
8-Algebra	500												
9-Probability	500												

Test Date: 03/13/01

CORP-SCH: 0001-0001  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA

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## ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

### Applied Skills Frequency Distribution

Corporation: CORP ONE

Grade: RETEST

#### Purpose

This report provides a frequency of points  
obtained by Applied Skills items.



Test Date: 03/13/02

STC000000: 4890  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

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Page 1

GQE RETEST													
E/la	Item # - Skill	Points Possible	Total Number of Stdnts	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained	4 Points Obtained	5 Points Obtained	6 Points Obtained			
<b>SESSION 1</b>													
	1a - Writing Development	6	106		10	9	0	0	0	0	0	0	76
	1b - Language-in-Use	4	106		6	6	0	0	0	0	38	36	
<b>SESSION 2</b>													
	1 - Purpose/Perspective	1	106	8	8	94	89						
	2 - Literal Meaning	1	106	10	9	84	79						
	3 - Make Inferences	1	106	4	4	82	77						
	4 - Cause/Effect	2	106	4	4	6	6	70	66				
	5 - Cause/Effect	1	106	4	4	64	60						
	6 - Compare/Contrast	1	106	8	8	56	53						
	7 - Make Inferences	1	106	10	9	48	45						
	8 - Make Inferences	1	106	4	4	82	77						
	9a - Make Inferences	2	106	8	8	6	6	32	30				
	9b - Writing Development	4	106		6	6	0	0	2	2	24	23	
	9c - Language-in-Use	4	106		6	6	0	0	0	0	16	15	
<b>Mathematics</b>													
Item # - Skill	Points Possible	Total Number of Stdnts	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained	4 Points Obtained	5 Points Obtained	6 Points Obtained				
<b>SESSION 1</b>													
1 - Probsovl/Comm/Reas	2	110	10	9	10	9	86	78					
2 - Computation	2	110	10	9	6	5	80	73					
3 - Algebra	2	110	4	4	8	7	70	64					
4 - Functions	4	110	6	5	6	5	0	0	0	0	62	56	
5 - Probsovl/Comm/Reas	2	110	12	11	8	7	54	49					
6 - Probsovl/Comm/Reas	2	110	10	9	6	5	44	40					
7 - Probsovl/Comm/Reas	2	110	8	7	6	5	34	31					
8 - Probability	2	110	8	7	6	5	28	25					
9 - Probsovl/Comm/Reas	2	110	16	15	6	5	18	16					
<b>SESSION 2</b>													
1 - Probsovl/Comm/Reas	2	110	6	5	10	9	84	76					
2 - Geometry	2	110	10	9	8	7	78	71					
3 - Probsovl/Comm/Reas	2	110	6	5	6	5	68	62					
4 - Algebra	2	110	8	7	6	5	60	55					
5 - Statistics	2	110	8	7	6	5	54	49					
6 - Probsovl/Comm/Reas	2	110	12	11	6	5	40	36					
7 - Probsovl/Comm/Reas	2	110	8	7	6	5	30	27					
8 - Probsovl/Comm/Reas	2	110	12	11	6	5	28	25					

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CTBID: 01341M01485001-05-00003-000016

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**Highlights of the  
Applied Skills  
Frequency  
Distribution**

- A** Identifies the corporation and grade level.
- B** Indicates the test date and the location by county and state.
- C** Identifies the item number and the skill being scored (for items that are scored for more than one skill). Descriptions of each item and scoring rubrics and skills are found in the *ISTEP+ Teacher's Scoring Guide*.
- D** Lists the total number of students tested in the corporation.
- E** Lists the number and percentage of students receiving each score point.
- F** Lists by condition code the number and percentage of students with no response.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

NOTE: All condition codes convert to 0 points obtained

## Undetermined Status Roster

This report provides a list of all students in the corporation who have an undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as undetermined. The report indicates whether the subtest was not taken or invalidated, thus explaining the reason for the undetermined status.

### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

#### Undetermined Status Roster

School: SCHOOL ONE

Grade: RETEST

Simulated Data

#### Purpose

This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.



ISTEP SPRING 2002 (BS + AS)

Test Date: 03/12/02

STRCODES: 4690-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

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GQE RETEST												
Students	Undetermined in Category	English/language arts				Mathematics				Math	Math	Math
		Writing S1 - OE	E/la S2 - OE	R/la T1 - MC	R/la T2 - MC	Math S1 - OE	Math S2 - OE	Math T3 - MC	Math T4 - MC			
<b>Bailey, Ernst M.</b>	E/la Undetermined Math Did not Retest	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Test not taken	Test not taken			
<b>Benson, Jim L.</b>	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken			
<b>Black, Matthew</b>	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken			
<b>Bradford, Nell</b>	E/la Undetermined Math Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt			
<b>Garcia, Hank</b>	E/la Undetermined Math Below Standard	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt			
<b>Green, James</b>	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test Inv.	Valid Attempt	Valid Attempt	Test not taken	Test not taken			

MC: Multiple-choice items

OE: Open-ended items

Inv.: Test invalidated by School

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**Highlights of the  
Undetermined  
Status Roster**

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- A** Identifies the school and grade level.
  - B** Lists students alphabetically who have an undetermined status in either English/language arts and/or mathematics.
  - C** Indicates whether the undetermined status is in English/language arts or mathematics.
  - D** Indicates which subtest was invalidated or not completed.
  - E** Indicates the test date and the location by corporation, county, and state.

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other sources, to evaluate and plan education priorities.



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**Highlights of  
the Academic  
Standards  
Frequency  
Distribution**

- A** Identifies the corporation and grade level.
- B** Indicates the test date and the location by county and state.
- C** Lists the scale scores achieved on the English/language arts test.
- D** Shows the number and percentage of students who achieved each scale score on the English/language arts test.
- E** Shows the number and percentage of students who achieved each scale score on the mathematics test.
- F** Lists the scale scores achieved on the mathematics test.
- G** Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).

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# Reference

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## Glossary

### **Criterion-Referenced Test**

A test that reports students' scores relative to the skills that make up the Indiana Academic Standards (see Essential Skills).

### **Essential Skills**

Specific skills within the larger category of Indiana Academic Standards measured by *ISTEP+* criterion-referenced questions.

### **Indiana Academic Standards**

To promote student academic achievement, the State Board of Education has adopted challenging standards for students in the following educational categories: reading comprehension, language mechanics/vocabulary, writing, mathematics basic skills, and mathematics applied skills. The standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year.

The Indiana Academic Standards define two general levels of knowledge and skill as follows:

*Above the Standard (pass):* The student who scores at or above the Indiana Academic Standards in English/language arts or mathematics demonstrates mastery of these subjects.

*Below the Standard (did not pass):* The student who does not score at or above the Indiana Academic Standards in all likelihood needs remedial assistance to be successful at the current grade level.

In addition, a category referred to as *Undetermined* is for learners whose *ISTEP+* scores for English/language arts or mathematics are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner (see Indiana Scale Score).

### **Indiana Performance Index**

The Indiana Performance Index (IPI) is an indication of a student's performance on the individual Essential Skills that are measured by *ISTEP+*. It represents the expected number of items that the student would answer correctly if the student had taken 100 similar items for the specific Essential Skill.

### **Indiana Scale Score**

Student achievement levels relative to the Indiana Academic Standards are reported by *ISTEP+* scale scores. These three-digit, equal-interval scores are expressed on unique scales by content area (English/language arts and mathematics). *ISTEP+* scale scores typically will range from about 300 to about 850.

### **Mean**

The mean is the arithmetic average of a group of scores. It is calculated by adding the scores and dividing the sum by the number of scores.

**Mean Raw Score**

The arithmetic average of the number of items answered correctly by a group of students.

**Median**

The median is defined as the score below which 50% of the cases fall. The median and the 50th percentile are the same.

**Number Correct Scoring**

A scoring procedure that involves adding up students' scores on the test questions in a test.

**Pattern Scoring**

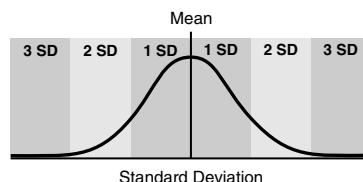
A procedure for assigning students' scale scores that involves considering the pattern of students' scores on the questions in a test as well as certain statistical characteristics of the questions.

**Raw Score**

A student's observed score on a test, i.e., the number correct. While raw scores do have some usefulness, they should not be used to make comparisons between performance on different tests, unless other information about the characteristics of the test is known.

**Standard Deviation (SD)**

A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within 2 SDs of the mean. In almost any shaped distribution, all scores will be within 5 SDs of the mean score.

**Standardized Test**

A test administered in accordance with explicit directions for uniform administration.

**Test Section**

A subtest covering part of a given content area. For example, the test for the mathematics content area might be divided into two test sections or subtests: 1) Mathematics Computation and 2) Mathematics Concepts and Applications.

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## Sample Letter to Parents

Dear Parent:

All public school students who are eligible to participate are required to meet the Graduation Qualifying Examination (GQE) standard in order to qualify for a state-recognized diploma. Students are provided with five opportunities to pass this test—in the fall of Grade 10 and in the spring and fall of Grades 11 and 12.

Your son or daughter participated in the *ISTEP+* Spring 2002 GQE Retest administration in either English/language arts, mathematics, or both. A student report is available for your review.

If your son's or daughter's overall achievement score in either subject is AT or ABOVE the standard set for the Indiana Academic Standards, as established by the State Board of Education, then he or she has "passed" in that subject area and will not be required to retest in that subject.

Students who have not met the Indiana Academic Standards in one or both subjects are eligible for remediation and will be allowed to participate in future retest administrations.

Sincerely,

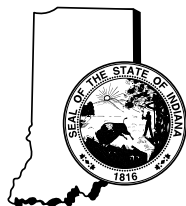
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20 Ryan Ranch Road  
Monterey, California 93940-5703

# **Guide to Test Interpretation**



**Indiana Department of Education**